



BUFORD ELEMENTARY

1906 N. Rocky River Rd.
Lancaster, S.C. 29720

GRADES K-5 Elementary School

ENROLLMENT 809 Students

PRINCIPAL Ms. Sandra M. Jones 803-286-0026

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 18 | 48 | 6 | 1 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

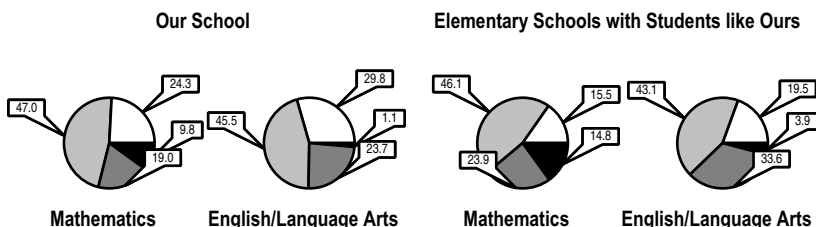
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG





PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|----------|----------|---------|
| Number of surveys returned | 42 | 122 | 66 |
| Percent satisfied with learning environment | 95.2% | 82.0% | 86.2% |
| Percent satisfied with social and physical environment | 92.9% | 80.3% | 70.8% |
| Percent satisfied with home-school relations | 88.1% | 87.7% | 83.1% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 401 | 99.5 | 29.8 | 45.5 | 23.7 | 1.1 | 24.7 | 17.6 |
| Gender | | | | | | | | |
| Male | 204 | 99.0 | 38.6 | 43.9 | 17.5 | N/A | 17.5 | 17.6 |
| Female | 197 | 100.0 | 20.9 | 47.1 | 29.9 | 2.1 | 32.1 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 354 | 99.7 | 28.1 | 45.3 | 25.4 | 1.2 | 26.6 | 17.6 |
| African-American | 45 | 97.8 | 39.5 | 48.8 | 11.6 | N/A | 11.6 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 354 | 99.4 | 25.3 | 47.3 | 26.2 | 1.2 | 27.4 | 17.6 |
| Disabled | 47 | 100.0 | 63.6 | 31.8 | 4.5 | N/A | 4.5 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 401 | 99.5 | 29.8 | 45.5 | 23.7 | 1.1 | 24.7 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 401 | 99.5 | 29.8 | 45.5 | 23.7 | 1.1 | 24.7 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 147 | 98.6 | 40.0 | 44.1 | 15.2 | 0.7 | 15.9 | 17.6 |
| Full-pay meals | 252 | 100.0 | 23.0 | 46.5 | 29.1 | 1.3 | 30.4 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 401 | 100.0 | 24.3 | 47.0 | 19.0 | 9.8 | 28.8 | 15.5 |
| Gender | | | | | | | | |
| Male | 204 | 100.0 | 26.7 | 46.1 | 16.8 | 10.5 | 27.2 | 15.5 |
| Female | 197 | 100.0 | 21.8 | 47.9 | 21.3 | 9.0 | 30.3 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 354 | 100.0 | 23.3 | 46.2 | 20.2 | 10.3 | 30.5 | 15.5 |
| African-American | 45 | 100.0 | 30.4 | 54.3 | 8.7 | 6.5 | 15.2 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 354 | 100.0 | 20.9 | 48.4 | 20.3 | 10.4 | 30.7 | 15.5 |
| Disabled | 47 | 100.0 | 50.0 | 36.4 | 9.1 | 4.5 | 13.6 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 401 | 100.0 | 24.3 | 47.0 | 19.0 | 9.8 | 28.8 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 401 | 100.0 | 24.3 | 47.0 | 19.0 | 9.8 | 28.8 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 147 | 100.0 | 29.7 | 47.3 | 12.8 | 10.1 | 23.0 | 15.5 |
| Full-pay meals | 252 | 100.0 | 20.9 | 46.5 | 23.0 | 9.6 | 32.6 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 133 | N/A | 29.5 | 39.4 | 28.8 | 2.3 | 31.1 |
| | Grade 4 | 122 | N/A | 31.1 | 50.0 | 18.9 | N/A | 18.9 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 132 | 98.5 | 22.0 | 39.8 | 35.8 | 2.4 | 38.2 |
| | Grade 4 | 136 | 100.0 | 33.1 | 43.3 | 23.6 | N/A | 23.6 |
| | Grade 5 | 133 | 100.0 | 34.1 | 53.2 | 11.9 | 0.8 | 12.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 133 | N/A | 31.1 | 40.2 | 21.2 | 7.6 | 28.8 |
| | Grade 4 | 122 | N/A | 30.3 | 47.5 | 18.0 | 4.1 | 22.1 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 132 | 100.0 | 15.3 | 43.5 | 23.4 | 17.7 | 41.1 |
| | Grade 4 | 136 | 100.0 | 26.6 | 53.1 | 14.1 | 6.3 | 20.3 |
| | Grade 5 | 133 | 100.0 | 30.7 | 44.1 | 19.7 | 5.5 | 25.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 809) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | N/A | N/A | 2.6% | 2.4% |
| Attendance rate | 95.8% | Down from 100.0% | 96.0% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 11.4% | Down from 12.0% | 20.6% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 4.0% | Down from 4.7% | 7.5% | 8.0% |
| Older than usual for grade | 0.6% | No change | 0.8% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 46) | | | | |
| Teachers with advanced degrees | 43.5% | Up from 40.0% | 53.5% | 50.0% |
| Continuing contract teachers | 91.3% | Up from 85.0% | 90.2% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 87.7% | Up from 85.8% | 88.4% | 86.2% |
| Teacher attendance rate | 94.5% | No change | 95.4% | 95.3% |
| Average teacher salary | \$38,617 | Up 3.1% | \$40,918 | \$39,909 |
| Prof. development days/teacher | 6.6 days | Down from 7.6 days | 10.7 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 5.0 | 4.0 |
| Student-teacher ratio | 21.7 to 1 | Up from 19.4 to 1 | 19.5 to 1 | 18.9 to 1 |
| Prime instructional time | 89.0% | Down from 93.1% | 90.1% | 89.7% |
| Dollars spent per pupil* | \$4,620 | Up 10.1% | \$5,585 | \$5,892 |
| Percent spent on teacher salaries* | 71.2% | Up from 70.2% | 66.7% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.8% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff, students, parents, and community are very proud of the new Buford Elementary School facility. We are fortunate to have a facility that allows us the opportunity to provide a rich learning environment for the students of the Buford area.

The PTO continues to support school efforts to provide appropriate materials and equipment to enhance student learning and experiences. We appreciate what our PTO, SIC, parent volunteers, and business partners do to make Buford Elementary a school that prides itself in providing a quality educational environment.

As part of a comprehensive effort to improve student learning in English Language Arts and Mathematics, we implemented the school-wide theme, "Racing To Learn," a school-wide reading program, "Super Reader," a school-within-a-school Discovery Cluster (K, 1, 2) based on Howard Gardner's Theory of Multiple Intelligences, and a technology lab with reading, writing, and math software. We continue to provide enrichment and remediation assistance through programs such as LEAP, 21st Century Community Learning Center after-school program, novel studies, AmeriCorps tutorial program, field trips, 4CD program, and hands-on math and science opportunities. In addition, we have a full-time Curriculum Resource teacher assisting classroom teachers.

Staff development continues to be a high priority. We have completed the third implementation year of the SC Reading Initiative literacy program that involved nine staff members. Our faculty participates in the Professional Growth Institute, in-service training, professional conferences, and grade/department level meetings. Standards In Practice training helps teachers provide more effective instruction to students in reading and math.

BES students with the support of parents, other family members, and friends participated in the following service learning projects: Pennies for Patients, H.O.P.E. Food Drive, St. Jude Children's Research Hospital Math-A-Thon, letters of encouragement to military personnel, and Buford Volunteer Fire Department. The goal of BES service learning activities was not only to raise money for research and patient services, but also to provide opportunities that help students make a difference in the life of others.

Submitted by Ms. Sandra M. Jones, Principal 2002-2003

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.